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ABSTRACT

This module arose in part from a state law which prohibits sex discrimination in public school education. Its purpose is to increase awareness and knowledge of women's contributions to U.S. history. The module was developed so that secondary school personnel could readily adapt its information for secondary grade students. It reviews lessons plans developed by classroom teachers and encourages that these plans be adapted for use by teachers in their individual classes. The module states seven learning objectives: (1) Participants will become acquainted with each other and with the trainer; (2) Participants will be exposed to six American women who have played important roles in our political process; (3) Participants will try to identify 48 notable Americans by matching a person's name to bibliographic information; (4) Participants will become familiar with the breadth and depth of women's participation in American history; (5) Participants will be given resource material on women in America and interesting events in Women's history; (6) Participants will have an opportunity to view women in history lesson plans, develop their own lesson plans, and share newly written plans; and (7) Participants will be given an opportunity to evaluate the workshop. It is hoped that the module will help correct sexual bias in instructional materials. (RJM)

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ED 378 502

Women in American History

7-12

A TRAINING MODULE

Developed by

Alaska Department of Education
Office of Curriculum Services

Funded by

Title IV Sex Desegregation
Technical Assistance Grant

Equity in education

THE ALASKA PROJECT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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ACKNOWLEDGEMENTS

The development of the Women in American History (7-12) equity module has been a collaborative effort requiring the cooperation of Anchorage School District personnel and the Alaska State Department of Education. Those who worked on the development of this module are:

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INTRODUCTION TO THE MODULE SERIES

Alaska's sex equity law, which prohibits sex discrimination in public school education, was passed by the Alaska Legislature in 1981. The law has been cited as one of the strongest state sex discrimination laws in the nation. This is in part due to the fact that the regulations require school districts to establish written procedures:

1. for the biennial training of certificated personnel in the recognition of sex bias in instructional materials and in instructional techniques which may be used to overcome the effects of sex bias;

2. for the biennial training of guidance and counseling staff in the recognition of bias in counseling materials and in techniques which may be used to overcome the effects of sex bias;

3. for the review of textbooks and instructional materials for evidence of sex bias; and

4. for the replacement or supplementation of materials found to exhibit bias.

Since the implementation of these regulations, referred to as Chapter 18, many school districts have relied on the Department of Education to provide them with on-site inservice training in the area of sex discrimination. Recognizing that local school districts need their own cadre of equity trainers as well as materials, the Department of Education utilized Title IV funds for the development of a series of equity modules. During the summer of 1986, educators within Alaska developed six modules, relating directly to curriculum content areas, that are now available to all Alaskan school districts. The modules were developed and written in such a fashion that district personnel with a minimal amount of experience could conduct an equity inservice.

Modules which have been completed include:

Women in American History (Elementary)
Women in American History (Secondary)
Language Bias (K-12)
Science (Elementary))
Mathematics (Elementary)
Computer Equity (K-12)
Foreign Language
Fine Arts (Elementary)

The Department is continuing the development of modules in other curriculum areas.

The Department of Education is committed to helping school districts comply with the regulations outlined in Chapter 18.

School district personnel using the modules are requested to complete the evaluation sheet and return it to the Department of Education. This information will be used to update and improve the modules.

TITLE: WOMEN IN AMERICAN HISTORY -- Secondary Grades

PURPOSE: To increase awareness and knowledge of women's contributions to the history of the United States; review lessons plans developed by classroom teachers; adapt and write lesson plans to be used by teachers in their individual classes.

LEARNING OBJECTIVE	METHOD	TECHNIQUE	TIME	ACTIVITY	RATIONALE	RESOURCES NEEDED
1) Participants will become acquainted with each other and with the Trainer, discuss and receive information on the intent of inservice and review agenda for clarification on purpose of activities.	Large group	Information giving. Questions and answers.	10 minutes	Introduction of participants to facilitators and participants to each other if necessary Posting of objectives and review of agenda.	To set the climate for open discussion and give information on state mandate for training. Also review goals and objectives.	Name tags Handout #1 (optional) Flip Chart or Newsprint Markers Tape
2) Participants will be exposed to six American women who have played important roles in our political process.	Large group	Video	25 minutes	Video: Women in Politics: An Uphill Battle	To increase knowledge of American women who have made substantial contributions to our political process.	Video: Women in Politics: An Uphill Battle Video Tape Player Monitor Flip Chart Markers
3) Participants will try to identify 48 notable Americans by matching a person's name to bibliographic information.	Triads	Triads read and match information.	30 minutes	Notable Americans Quiz	To increase interest and awareness on contributions that notable Americans, male and female, have made throughout our history.	Handout #2-A Handout #2-B Handout #3 Pencils or Pens

LEARNING OBJECTIVE	METHOD	TECHNIQUE	TIME	ACTIVITY	RATIONALE	RESOURCES NEEDED
4) Participants will become familiar with the breadth and depth of women's participation in American history.	Small groups of equal size depending on number of participants	Teams identifying information.	30 minutes	Great American Women Challenge Game. Teams competing with each other to correctly match bibliographic information with famous American women.	To provide teachers with a stimulating activity to increase their knowledge of contributions of famous American women	Handouts #4 A-H Handout #5
5) Participants will be given resource material on Women in America and Interesting Events in Women's History.	Large group	Information giving. Discussion.	10 minutes	Teachers will receive two sets of resource materials: Women in America and Interesting Events in Women's History.	To provide teachers with resource materials that may be used to supplement their curriculum materials.	Handout #6 Handout #7
6) Participants will have an opportunity to view women in history lesson plans, develop their own lesson plans, and share newly written plans.	Small group, individual or pairs. Large group	Examining lesson plans and designing plans for classroom use Share plans with large group.	60 minutes	Teachers will choose a pre-existing lesson plan and adapt the lesson to a different grade level, design a follow-up lesson, or design an introductory lesson to the one they have chosen.	To provide teachers with additional resources to be used in the classroom and allow time to design plans to be used with their students.	Handouts #8 A-F Handout #9
7) Alternate Activity (For Anchorage School District Only: Not included in module.			5 minutes			
8) Participants will be given an opportunity to evaluate the workshop.	Large group	Complete evaluation form	10 minutes	Teachers will evaluate content and organization of workshop.	To provide an avenue of feedback for the trainer.	Handout #10

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MODULE CONTENT

TITLE: Women in American History

CONTACT TIME: Three hours

TARGET AUDIENCE: Secondary Teachers

HANDOUTS: Copy prior to workshop:

#1	Agenda (optional)
#2 A & B	Notable Americans Quiz
#3	Notable Americans Quiz Answer Sheet
#4 A-H	Great American Women Challenge
#5	Great American Women Challenge Instructions for Teachers
#6	Women In America
#7	Interesting Events in Women's History (optional)
#8 A-F	Women in History Lesson Plan
#9	Sample Lesson Plan
#10	Evaluation

MATERIALS:
Video Tap Player
Monitor
Video: Women In Politics - An Uphill Battle
Flip Chart or Newsprint
Markers
Name tags
Tape
Pencils or Pens

NOTES TO TRAINER:

Prior to workshop:

--- Secure the following video/film...Women in Politics: An Uphill Battle. (For trainers in the Anchorage School District, the film number is F4287. For trainers outside of Anchorage, please request the video through Carole Green, Department of Education, Juneau, 465-2841.)

--- Review handouts and have them duplicated.

OVERALL PURPOSE AND DESIGN FOR WOMEN IN AMERICAN HISTORY INSERVICE

Purpose:

1. To increase participants' knowledge about famous American women and their contribution to the history of our country.
2. To provide participants with activities that can be used in the classroom to emphasize the role of women in American history.
3. To give participants an opportunity to plan a lesson to emphasize the role of women in American history.

AGENDA

Time	Activity
10 minutes	Introduction and Agenda Sharing
25 minutes	Video or Film: Women in Politics: An Uphill Battle
30 minutes	Notable Americans Quiz
30 minutes	Great American Women Challenge Game
15 minutes	BREAK
10 minutes	Resource Sharing
60 minutes	Women in History Lesson Plans and Lessons
10 minutes	Alternate Activity
10 minutes	Evaluation

INTRODUCTIONS AND AGENDA SHARING

PURPOSE: To share with participants who you are; to establish a climate where people feel included; to set norms; and to share with participants your expectations about the purposes and agenda for this training session.

GROUP SIZE: 10 to 30 people

TIME REQUIRED: Approximately 10 minutes

MATERIALS:
Name tags (if appropriate)
Handout #1 (or copy onto flip chart)
Flip Chart or Newsprint
Markers
Tape

ROOM ARRANGEMENT: Large group setting, informal

PROCEDURE: (Individual trainers have their own style of introducing a workshop. These are some suggestions and rationale for choosing to do certain things.)

1. Trainer will have participants introduce themselves to each other.

   Optional: Have each person in room introduce self. If you are working with staff from more than one school, you may wish people to say what school they are from and their position.

   Optional: We have found name tags help us associate names with faces. It also helps participants if they are not all from the same school.

2. a. Trainer gives background of the inservice - tells where it was developed and shares how it came to be offered to that school (or district or group). The Women in American History Module as developed during the summer of 1985 by two educators working for the Community Relations Department and revised in the summer of 1986.

b. Trainer also points out that Chapter 18, Alaska's State Equity Regulations, requires biennial training of staff in the areas of sex bias and sex role stereotyping. This inservice satisfies that part of the law which mandates inservice training, under Chapter 18, for teachers.

3. Trainer distributes Handout #1 or goes over agenda on flip chart.

4. Trainer asks for clarification questions or concerns. Example:

   "What do you expect from the workshop?"
   "Is there anything confusing about the agenda?"
   "Do you have any concerns?"

5. Trainer will post this pre-written goal.

   Goal: To emphasize to educators the many contributions that women have made in the development of our country.

OVERALL PURPOSE AND DESIGN FOR WOMEN IN AMERICAN HISTORY INSERVICE

Purpose:

1. To increase participants' knowledge about famous American women and their contribution to the history of our country.
2. To provide participants with activities that can be used in the classroom to emphasize the role of women in American history.
3. To give participants an opportunity to plan a lesson to emphasize the role of women in American history.

AGENDA

Introduction/Agenda Sharing

Video or Film: Women in Politics: An Uphill Battle

Notable Americans Quiz

Great American Women Challenge Game

BREAK

Resource Sharing

Women in History Lesson Plans and Lessons

Evaluation

VIDEO/FILM: WOMEN IN POLITICS: UPHILL BATTLE

PURPOSE: To introduce participants to a number of women who have made significant contributions to our political system.

GROUP SIZE: 10-30

TIME REQUIRED: 25 minutes

MATERIALS:
Video
Video Tape Player
Monitor
Flip Chart
Marker

ROOM ARRANGEMENT: Large Group

PROCEDURE:

1. Trainer introduces video/film. The title of the video/film: Women in Politics: Uphill Battle.

   This video/film is intended for intermediate and secondary students but excellent to broaden participants' knowledge of women in history.

2. Write each of the following names one at a time on newsprint or the blackboard. Ask who can identify the name; if a name is not familiar, leave it blank and come back to it after the film. (Information from the film is summarized on the next page.)

   Victoria Woodhull
   Jeannette Rankin
   Hattie Caraway
   Francis Perkins
   Margaret Chase Smith
   Shirley Chisholm

3. Show the video.

4. Go back to the list and add information to the names on the list.

5. Ask participants how they might use this film in their classroom.

WOMEN IN POLITICS: AN UPHILL BATTLE

Background Information for Film

Victoria Woodhull: (Sept. 23, 1838 - June 20, 1927) Unconventional reformer who declared herself a candidate for President of the United States on April 2, 1870.

Hattie Caraway: (Feb. 1, 1878 - Dec. 21, 1950) United States Senator from Arkansas. Her husband, Senator Thaddeus Caraway, died before the expiration of his term in office. Hattie Caraway was appointed to her husband's Senate seat. Mrs. Caraway was sworn in on Dec. 9, 1931, and in a special election on January 12, 1932, she was elected to serve the balance of the term expiring March 1933. She thus became the first woman to be elected to the United States Senate.

Francis Perkins: (1882 - 1965) Politician - served as Secretary of Labor under Franklin D. Roosevelt; first American woman to hold a cabinet post (1933 - 1945).

Shirley Chisholm: (1924 - _____) Politician - first Black woman elected to the United States Congress; she represented the State of New York; campaigned for the democratic nomination for President of the United States in 1972; supported education, veteran's rights and civil rights legislation.

Jeannette Rankin: (1880 - 1973) She represented the State of Montana. First woman elected to Congress. She served in the House of Representatives from 1917 to 1919.

Margaret Chase Smith: (1897 - ____) Only woman to be elected to House and Senate. She represented the State of Maine. She served in the Senate for twenty-four years.

NOTABLE AMERICANS QUIZ

PURPOSE: To increase awareness of the significant role that women from all racial and ethnic backgrounds, have played in American history.

GROUP SIZE: Any number of groups of three

TIME REQUIRED: 30 minutes

MATERIAL:
Notable Americans Quiz Handout #2-A
Quiz Sheet Handout #2-B
Answer Sheet Handout #3.
Pencils or Pens

PROCEDURE:

1. Have the larger group separate into triads. After they have settled themselves, give the following instructions:

   A. Your triad will be given 15 minutes to answer questions on the Notable Americans Quiz Sheet. You may use each other as resources for this task.

   B. Pass out the Quiz Sheets, Handouts #2-A and #2-B. Give triads a minute or two to look at the material. Say, "You have some bibliographic information about notable Americans. Your task will be to match the name of the person with the bibliographic information. Do you have any questions?"

   C. I will let you know when your 15 minutes are up.

2. After 15 minutes, pass out the answer sheet, Handout #3. Give triads time to correct their quiz sheets. Short discussion should follow. Such questions as:

   A. Was this a difficult activity for you?

   B. Did you find it easier to do with three people pooling their information?

   C. Were the descriptors too short?

   D. Did you gain some information you didn't have before this quiz?

   E. How would you adapt this activity for students in your class?

NOTABLE AMERICANS QUIZ SHEET

(1)

... Born 1815, died 1902
... Organized the first women's rights convention in Seneca Falls, New York in 1848
... First person to publicly propose that women should have the right to vote
... President of National Women's Suffrage Association for 21 years
... The 19th Amendment to the U.S. Constitution was passed 18 years after she died

NAME _____

(2)

... Born 1850, died 1935
... Gained recognition as a scholar of South America
... Wrote The South American Tour, considered to be the best guidebook ever written on South America
... Climbed a 21,000 foot mountain in Peru at age 61, higher than any American mountain climber, man or woman

NAME _____

(3)

... Born 1930, still living
... Currently vice president of United Farm Workers (UFW)
... Worked as a labor organizer for UFW
... One of the main organizers of the grape boycott of 1965
... Fighter for Hispanic-American rights

NAME _____

(4)

... Born 1844, died 1891
... Visited Washington, D.C. and spoke with President Hayes on behalf of her people
... Protested unfair treatment of Paiutes
... Was given the title of "Chief" for her work as a scout during Bannock War
... Attempted to establish farming as a Paiute practice

NAME _____

(5)

... Born 1880, died 1973
... First woman to serve in Congress (1916)
... As a legislator, she worked for passage of the 19th Amendment
... Voted against war in 1917 and again in 1941 (lost re-election each time)
... At age 88 she led protest of 5,000 women against war in Viet Nam

NAME _____

(6)

... Born 1591, died 1643
... Religious leader in colonial America
... Came to Massachusetts from England in 1634
... Advanced the idea of direct personal contact with divine grace and love without regard to church or minister; held meetings in her house
... Resulting argument split the colony; brought to trial and banished 1637; expelled from church

NAME _____

(7)

... Born 1830, died 1930
... Well-known figure in the U. S. Labor movement
... Helped organize local labor unions, chiefly among coal miners
... Advocated strikes for better working conditions, higher pay, shorter hours
... Jailed in West Virginia in 1902, 1913, and in Colorado in 1913, 1914 for leading miners' strikes (when in her 70s)
... Husband, four children died of yellow fever

NAME _____

(8)

... Born 1860, died 1926
... Sharpshooter and Wild West Performer
... Less than 5 ft. tall and weighing 100 lbs.
... Worked 16 years with Buffalo Bill's Wild West Show
... One trick was to flip playing card in air and perforate it with bullets

NAME _____

(9)

... Born 1940
... World's speediest woman
... America's star woman athlete in the 1960 Olympics in Rome
... Scarlet fever and double pneumonia at four left her without the use of one leg that had its nerves damaged
... At eight fitted with special shoe; she limped to school
... Brother taught her basketball; soon she was running around without shoes
... Played high school basketball; called her "Skeeter", short for mosquito
... Member of women's track team at Tennessee A & I
... 1960, three Olympic gold medals in track
... 1961, Amateur Athlete of the Year

NAME _____

(10)

... Born 1897
... Became ill with polio at three and was left with a lame leg
... Wanted to be a doctor, unusual for a woman of her time
... Became a biochemist to fight disease
... Worked 10 years to improve Mantoux test for Tuberculosis (didn't always give accurate results)
... Pioneer woman doctor in the 1900s when most women were not even getting a college education

NAME _____

(11)

... Born 1857, died 1944
... American author
... Led in the muckraking movement of early 1900s which attacked dishonesty in politics and business
... Wrote History of Standard Oil Company, strengthened movement to outlaw monopolies
... Magazine editor

NAME _____

(12)

... Born 1902
... Won Nobel Prize for medicine in 1983
... First woman to win unshared Nobel prize in medicine
... Her work on corn was once considered "heretical"

NAME _____

(13)

... Born 1875, died 1955
... Born in a log cabin; worked in the cotton fields
... Only one of 17 children in family to attend school
... Became teacher; founded her own school in Daytona, Florida in 1904
... Starting with 5 students, the school grew into Bethune College
... Black educator; honored by Presidents Hoover, Roosevelt, and Truman

NAME _____

(14)

... Born 1821, died 1910
... First American woman to graduate in medicine
... Stressed preventive medicine and personal hygiene
... Founded Women's Medical College
... Founded New York Infirmary for Women and Children

NAME _____

(15)

... Born 1913
... Member NAACP; worked to help Blacks pass voting tests
... Refused to give up her seat on bus to white as required by Jim Crow laws
... Was jailed for such action; in protest, Blacks boycotted buses in Montgomery for 381 days at a cost to the bus company of $750,000
... Culmination of movement was Civil Rights Act of 1964

NAME _____

(16)

... Born 1846, died 1911
... religious visionary--believed she would carry the nation to righteousness
... Opposed to alcohol
... Sometimes referred to as "The Hatchet"
... Influential in passage of prohibition

NAME _____

(17)

... Born 1879, died 1954
... Geneticist
... Referred to as "Mouse Lady"
... Did pioneering work in cancer research
... Because of her work, doctors' first diagnostic tool is: "Is there any cancer in your family?"

NAME _____

(18)

... Born 1914, died 1956
... Nicknamed after Babe Ruth; once threw a baseball 296 feet
... Chosen "Woman Athlete of Half Century" in 1950
... Baseball star, Olympic gold medalist in track n' field, champion pro golfer
... Voted "Woman Athlete of the Year" five times
... Died of cancer

NAME _____

(19)

... Born 1883, died 1966
... Her materials on reproduction were banned by postal authorities as "obscene"
... Jailed for running a birth control clinic
... Referred to as one of history's "great rebels"
... Made "family planning" a respectable issue

NAME _____

(20)

... Born 1830, died 1917
... Denied admission to law school on grounds her presence would distract men students
... First woman to practice law before Supreme Court
... Ran for U.S. president in 1884 and 1888
... Obtained $5,000,000 for Cherokees

NAME _____

(21)

... Born 1882, died 1965
... Secretary of Labor under FDR
... First woman to serve on President's cabinet
... Architect to Social Security Act
... Effort to impeach her failed

NAME _____

(22)

... Born 1815, died 1852
... Countess; daughter of poet
... World's first programmer
... Worked on the forerunner to the digital computer
... Her "infallible" betting system failed

NAME _____

(23)

... Born 1906
... Invented first practical compiler for the computer
... Received first computer science "man of the year" award
... Retired naval commander
... Women's advocate for military affairs

NAME _____

(24)

... Born 1917, died 1977
... Born on a plantation in the South; became a civil rights worker
... One of the first Blacks to register to vote in Mississippi in 1962
... Suffered arrest, beatings, shootings, loss of job and home because of her work
... Started the Freedom Farm Cooperative for 5,000 people as part of an anti-poverty campaign

NAME _____

(25)

... Born 1787(?), died 1812(?)
... Shoshoni
... Guide to West Coast
... Saved expedition from failure
... Interpreter for Lewis and Clark

NAME _____

(26)

... Born 1752, died 1836
... Seamstress
... Flagmaker for Pennsylvania navy
... Could be given a 13-star rating

NAME _____

(27)

... Born 1863, died 1954
... Community leader, social reformer, lecturer, suffragist, writer
... Member of District of Columbia's Board of Education, first Black woman to receive such an appointment
... 1896 became president of newly organized NAACP
... She was 85 when she broke down the color bar in the AAUW
... At 89 was leading picket lines in the campaign to desegregate the capitol's lunch rooms; succeeded in 1953 Supreme Court decision

NAME _____

(28)

... Born 1728, died 1814
... Poet, patriot, historian
... Wrote and published for the revolutionary cause
... Wrote political satires in dramatic form
... Opposed ratification of Constitution; defended French Revolution
... Wrote history of Rise, Progress, Termination of American Revolution
... Wrote and published poems on behalf of human liberty
... Deplored that women didn't get formal education; advised a friend: "women should accept 'appointed subordination' not because of any inherent inferiority but 'perhaps for the sake of order in families.'"

NAME _____

(29)

... Born 1862, died 1937
... American author
... Known for psychological examination of moral/social values of middle class and upper class society
... Won 1921 Pulitzer for fiction for The Age of Innocence
... Most popular work, Ethan Frome

NAME _____

(30)

... Born 1787, died 1870
... Known as first American woman to publicly support higher education for women
... Her efforts advanced this movement
... She established several famous boarding schools; the most famous was in Troy, NY
... Supported public schools; educated hundreds of teachers

NAME _____

NOTABLE AMERICANS QUIZ SHEET

1. Ida M. Tarbell
2. Florence Seibert
3. Wilma Rudolph
4. Annie Oakley
5. Carrie Nation
6. Maude Slye
7. Mildred Zaharias Didrickson
8. Margaret Sanger
9. Barbara McClintock
10. Rosa Parks
11. Elizabeth Blackwell
12. Mary McLeod Bethune
13. Belva Lockwood
14. Frances Perkins
15. Grace Murray Hopper
16. Ada Lovelace
17. Jeannette Rankin
18. Mother Mary Harris Jones
19. Anne Hutchinson
20. Chief Sarah Winnemucca
21. Dolores Huerta
22. Annie Peck Smith
23. Elizabeth Cady Stanton
24. Fannie Lou Hamer
25. Betsy Ross
26. Sacajawea
27. Edith Wharton
28. Mercy Warren
29. Mary Church Terrell
30. Emma Hart Willard

NOTABLE AMERICANS ANSWER SHEET

1. Elizabeth Cady Stanton
2. Annie Peck Smith
3. Dolores Huerta
4. Chief Sarah Winnemucca
5. Jeannette Rankin
6. Anne Hutchinson
7. Mary Harris Jones
8. Annie Oakley
9. Wilma Rudolph
10. Florence Seibert
11. Ida M. Tarbell
12. Barbara McClintock
13. Mary McLeod Bethune
14. Elizabeth Blackwell
15. Rosa Parks
16. Carrie Nation
17. Maude Slye
18. Mildred Zaharias Didrickson
19. Margaret Sanger
20. Belva Lockwood
21. Frances Perkins
22. Ida Lovelace
23. Grace Murray Hopper
24. Fannie Lou Hamer
25. Sacajawea
26. Betsy Ross
27. Mary Church Terrell
28. Mercy Warren
29. Edith Wharton
30. Emma Hart Willard

GREAT AMERICAN WOMEN CHALLENGE

PURPOSE: To familiarize participants with the breadth and depth of women's participation in American history.

GROUP SIZE: Divide whole group into smaller groups of equal size with a maximum of 8 in each group.

TIME REQUIRED: 30 minutes

MATERIALS:

a. For each group, 1 copy of Handouts #4A - #4H. Every group receives same set.

b. Cuestions for Trainer (Trainer Instruction Sheet).

c. Handout #5

ROOM ARRANGEMENT: Small Groups

PROCEDURE:

1. Hand out biographies face-down. The Trainer tells participants not to look at the biographies until instructed to do so.

2. Trainer asks each participant to choose a biography and allows 5 minutes for participants to read and become familiar with the information on the handout. No one is allowed to take notes. Each participant will be asked to share her/his information with the other members of the group.

3. Trainer calls time at the end of 5 minutes.

4. Trainer then allows 5 - 8 minutes for group members to share their information with one another. Again, no one is allowed to take notes.

   (If there is only one trainer, the Trainer will need to ask the principal or a group member to help keep track of group responses.)

5. At the end of the time, the Trainer asks the participants to put away their biographies.

6. Trainer follows script as closely as personal choice dictates:

   "I am now going to read a clue card and it will be up to you to identify this woman. Hold up your hand as soon as you think you know the answer. The score keeper will call on the first hand that is raised. If the response is incorrect, the score keeper will call the second hand raised. Correct responses get one point. You <u>may not</u> respond to the biography that you have read and shared with the group. For example, if I had read and shared Clara Barton, I could not respond when the clue was read aloud."

7. At the end of the game, Trainer distributes Handout #5, which gives instructions to the participants for use in their classroom.

TRAINER QUESTIONS FOR GREAT AMERICAN WOMEN CHALLENGE

1. She was the only member of Congress to vote against the United States' participation in both world wars and in 1968, she led several thousand women in a peace march in Washington D.C., to protest the war in Vietnam. What is her name? (JEANETTE RANKIN)

2. She was a zoologist who studied the effects of DDT on living things and wrote a book about it which caused industry to organize to discredit her work. What is her name? (RACHEL LOUISE CARSON)

3. This woman was a decision maker in the highest councils of the Cherokee. In this position she brought dairy and cattle to her people and preserved a tenuous peace with the European immigrant settlers, traders and trappers who were taking over Cherokee lands. Who was this woman? (NANCY WARD)

4. Disabled by polio in childhood this woman grew to be a scientist and a biochemist in the early 1900's when few women were getting college educations. What is her name? (FLORENCE SEIBERT)

5. She disproved the idea that Blacks and women could not learn very much by graduating from the only college that would admit women. Who was this woman? (FRANCES JACKSON COPPIN)

6. She was the founder of the American Red Cross. She founded one of the first public schools and nursed the dying Union soldiers in the Civil War. What was her name? (CLARA BARTON)

7. Even though she trained in Europe under famous teachers and performed for queens and kings there, in the United States (her own country) she was denied schooling and performance space and opportunity because of her race. With the help of Eleanor Roosevelt, she sang at the Lincoln Memorial on an Easter Sunday. Who was this woman? (MARIAN ANDERSON)

8. She became a pioneer Black business woman and millionaire who dreamed, produced and marketed a hair care product. What was her name? (SARAH BREEDLOVE)

BIOGRAPHY 1: FRANCES JACKSON COPPIN

Even though she was born a slave, she always knew that she wanted to get an education. This was hard for most Black women to do during the 1800's. People were made to believe that Blacks and women could not learn very much. She knew this belief was wrong. She proved it in two ways:

First, she went to the only school in the United States that would give a woman a college education: Oberlin College in Ohio. She was the second Black woman to graduate from Oberlin.

Second, she taught other Blacks to master Greek and mathematics just as she had done. Her students loved her because she was so proud when they did well.

They were proud when she did well, too.

She worked as a teacher and a principal in Philadelphia. She also worked as a missionary in South Africa.

BIOGRAPHY 2: NANCY WARD

Among the Cherokees, women voted in the councils that met to consider war and often went to war with the men. She was honored for her bravery during a battle in which her husband was slain. She was made "Ghugau" or "Beloved Woman," a title of great honor among the Cherokee. Her voice would now be heard in the decisions of the highest councils. In this position she did much for her own people - bringing cattle and dairy products to the Cherokees and preserving a tenuous peace - as well as for whites in their fight for independence from England. She helped soldiers, traders and settlers whenever and wherever she could.

It was her hope that success for the whites would bring independence and freedom for her own people also. However, her war time efforts were forgotten and in 1839 her people surrendered all claim to their historic homeland and were forced to leave their homes and march westward. This march became known as the Trail of Tears because so many people died along the way.

BIOGRAPHY 3: FLORENCE SEIBERT

She became ill with polio when she was three years old. The disease left one of her legs disabled. As she grew up, she dreamed of becoming a doctor, but her friends and teachers convinced her that a career would be too difficult for her. So she decided to make a career of fighting disease, and she became a biochemist. She became a scientist during the early 1900's when few women were even getting a college education. She was instrumental in developing a test for tuberculosis (at one time it killed more people in the United States than any other disease) which would accurately predict whether or not a person had the disease. Today tuberculosis kills far fewer people, thanks in part to the ten years she spent researching the disease.

BIOGRAPHY 4: SARAH BREEDLOVE

She was a pioneer Black businesswoman and millionaire. She was born in Louisiana, orphaned at six, married at fourteen, and widowed at twenty. She worked for 18 years in St. Louis supporting herself and her daughter working as a washerwoman.

According to her, she dreamed the formula for a preparation for straightening Black women's hair. After success in St. Louis, she moved to Denver showing her method by going door to door. She gained customers and agents while she concentrated on teaching her methods and manufacturing her products. After working a year and setting up a business and cosmetic manufacturing headquarters in Denver, she travelled, giving lecture-demonstrations in homes, clubs, and churches. The success of these travels led her to establish a second office in Pittsburg.

She later transferred both offices to Indianapolis where she built a plant. She employed 3,000 people. Some went from door to door demonstrating her product in people's homes. She became known throughout the United States and the Caribbean.

She contributed to the NAACP, homes for the aged and the YMCA. She gave scholarship money for women at Tuskegee Institute, a Black college in Alabama. She also contributed to the Palmer Institute, a private school for Blacks.

She became a millionaire and invested her money in real estate. She moved to New York and built a townhouse as well as a country home on the Hudson River in New York State.

She was always active. Though she suffered from hypertension, she would not follow her doctor's orders. This led to her death in 1919.

BIOGRAPHY 5: JEANETTE RANKIN

She was the first woman to be elected to Congress. A Republican from Montana, one of the western states where women had the vote before they did in the East, she served in the House of Representatives from 1917 to 1919. She concerned herself primarily with the passage of the National Women's Suffrage Amendment. During her campaign, she also supported an eight-hour day for women working outside the home, tax law reform and prohibition.

She served a second term in Congress from 1941 to 1943. She believed the United States should have a strong national defense, but she felt this defense should be of our own shores, not of overseas lands. As the only member of Congress to vote against the United States' participation in both world wars, she lost a lot of support. With so much pressure against her, she resigned from national politics for a while to work for peace.

In 1968, she led several thousand women in a peace march in Washington, D.C. to protest the war in Vietnam.

BIOGRAPHY 6: CLARA BARTON

Her service to her nation's wounded started with the Civil War. During the war there was a shortage of medical supplies. There were too few doctors or nurses to care for the wounded and dying. Volunteers had to be organized. She answered the call!

She was born in a small farmhouse on Christmas Day of 1821 in North Oxford, Massachusetts. Her four older brothers and sisters played a bit part in her education. "I had no playmates, but in effect six fathers and mothers."

She attended rural schools. In 1850 she attended the Liberal Institute of Clinton, New York for a year. Then she founded one of the state's first public schools in Bordentown, New Jersey. The school was very successful. Even so, after the first year a man was selected to take charge. She resigned and took a job in the Patent Office in Washington, D.C.

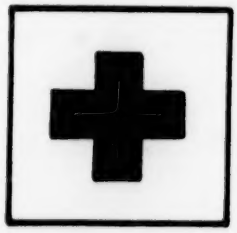
When the Civil War began she left her job. She led the civilian effort to collect supplies for the wounded. She was a familiar sight on her bundles and bales as she drove her wagon through the streets of Washington on her way to the battlefields. She was there to bandage the wounded, feed the hungry, and comfort the dying. The once shy girl had become a woman whose courage knew no limits. By thousands of soldiers she was remembered as the "Angel of the Battlefield."

She first learned of the International Committee of the Red Cross while she was in Switzerland. This Red Cross Committee was a war relief agency for twenty-two nations. She believed the United States should have a Red Cross agency.

In 1881, after years of a single-handed campaign, she established the first chapter of the American Red Cross in Dansville, New York. She became its first president. In this country the Red Cross gave help in peacetime disasters such as fires and floods as well as in times of war.

She became famous around the world as the founder and leading spirit of the Red Cross in the United States. The disaster relief widened the scope of the Red Cross in this country and in Europe. She refused federal support because she feared government control. She believed the Red Cross should remain a voluntary organization run by private funds.

She died at the age of ninety-one in 1912. This tiny woman with a great heart made the Red Cross emblem familiar to all. The New York Globe wrote, "She represented the spirit that knows not race, nor color, nor country, nor creed, nor sex, nor any other thing when the cry of human need is heard. ... Give the world enough women such as this and the brotherhood of man will be ushered in."



BIOGRAPHY 7: RACHEL LOUISE CARSON

She is best remembered as the woman who began the modern environmental movement. We often hear of environmentalists in the news, fighting for clean water or discussing acid rain. It was she who created an awareness around the world of dangers to the environment.

She was born into a small family in Springfield, Pennsylvania. Her mother loved both nature and writing. When she was in college she was very interested in writing. Then she took a course in biology. This sparked a renewed interest in nature and its workings. She went on to obtain high honors in college. She received a degree in zoology from Johns Hopkins University in 1932.

It must have taken courage for her to remain in the science field all through college in the 1920s. Back then it was not ladylike to study anything but home economics, nursing or literature. Despite this, she went on to get a job at the U.S. Bureau of Fisheries in Washington, D.C. She was only one of two women to be hired in that type of job.

She was always busy. If not working for the Bureau, she was busy taking care of her mother and two young nieces. She also wrote articles for magazines and a best-selling book, UNDER THE SEA WIND, in 1941. During World War II she wrote conservation bulletins for the government.

With all this working she still found time to write another book that was to make her famous, THE SEA AROUND US. She received many honors and awards. This finally gave her some financial independence. She bought a home by the sea in Maine and devoted all her time to writing. Next came THE EDGE OF THE SEA (1955), establishing her reputation as a writer about natural science for the general public. She was a quiet person whose books about rocky coasts and tiny creatures of the sea had great appeal.

Her next work proved to be the most important of her life. She was alarmed by massive DDT spraying to control mosquitoes in the early 1960s. She researched this and other poisons and wrote the book THE SILENT SPRING. It exposed the danger of these chemicals to the environment.

Now she found herself up against a new force - big industry. Not only did they see her as a woman meddling in a man's world, but she was threatening the livelihood of the chemical industry. They spent large sums of money publicly ridiculing the author and her book. Nonetheless, her work inspired a special panel at John F. Kennedy's Science Advisory Committee to study the effects of pesticides on the community.

She was indeed a strong-willed and courageous person. Even though she was suffering from arthritis and bone cancer she put up with a lot of criticism and kept working with the government. The woman who started the environmentalist movement died peacefully at home at age 56 in 1964. She has left us with a better awareness of the beauty and delicacy of nature, and for many, a stronger desire to protect this environment.

BIOGRAPHY 8: MARIAN ANDERSON

"A voice like hers comes once in a century," said a great orchestra conductor. He had just heard her sing in Europe.

She was blessed with a very rich and beautiful voice. Over the years she has shared that gift with millions of people. But for a long time she was not a welcome performer in some places in this country. People sometimes said, "What a wonderful voice. It's too bad she's colored."

She was born in Philadelphia of very poor parents. Her father died when she was young. Her mother was the sole support of the family. Since she was the oldest of the three sisters, she helped to take care of the house at an early age.

A great love for music was always part of her life. One day she saw a violin in a nearby store. She learned that it would cost $3.40. This was more money than she had ever seen. But she decided that she would earn it. Day after day she walked from house to house with scrub bucket and brush in hand. She earned a nickel or a dime every time she scrubbed the white marble steps that led up to many of the large houses in Philadelphia. After a few weeks of hard work, she bought her violin.

When she was just six, she joined the choir of the Union Baptist Church. Her singing voice was soon found to be very special. The church raised enough money to send her to singing school, but when she tried to enroll in a music school in Philadelphia she was turned down because of her race.

A famous music teacher named Guiseppe Boghetti asked to hear her sing when she was nineteen. He was moved to tears when she sang DEEP RIVER for him. He agreed to teach her and gave her free lessons for a year. In 1925 she entered a contest with three hundred other singers. She won the first prize, a concert in a New York City hall with the New York Philharmonic Orchestra.

She was a great success at the concert, but despite this, many American concert halls remained closed to her.

She decided to leave for Europe. She won scholarships to study voice there. She studied hard and had many concerts. When she toured Sweden and Denmark she performed for their kings and queens. One triumph followed another and her fame spread.

She came back to the United States after a few years. When she sang at the Lincoln Memorial in Washington, D.C., one Easter Sunday, she drew an audience of 75,000. She became the first Black singer to perform with the metropolitan Opera in New York City in 1955.

During her long career, she sang in countries on every continent. She served as a goodwill ambassador for the United States during these tours. Because of this, President Eisenhower made her a delegate to the United Nations.

She has received many honorary awards. With one of these she established a fund for "talented American artists without regard to race or creed." We can learn from her life that great art can be created by a person of any race.

GREAT AMERICAN WOMEN CHALLENGE

PURPOSE: To familiarize students with the breadth and depth of women's participation in American history.

GROUP SIZE: Divide whole group into smaller groups of equal size with no more than 8 in each group.

TIME REQUIRED: 30-45 minutes

MATERIALS:

a. For each group, 1 set of 8 biographies of women. Every group receives same set.

b. Flag cards with team number for every person on team.

c. Questions for Trainer.

PROCEDURE:

1. Hand out biographies face-down. "Do not look until I say go."

2. Teacher follows script as closely as personal choice dictates:

   "All teams, get ready, after I read clue card, you will have 30 seconds to read about, and identify this woman. Hold up our flag card as soon as you think you know the answer.

3. Teacher chooses one person to help keep track as a group raises its flag.

DISTRIBUTING BACKGROUND INFORMATION ON WOMEN IN AMERICA AND INTERESTING EVENTS IN WOMEN'S HISTORY

PURPOSE: To increase the knowledge of the participation of women in events and American history

GROUP SIZE: 10 to 30

TIME REQUIRED: 10 minutes

MATERIALS: Handout #6
Handout #7

ROOM ARRANGEMENT: Large group

PROCEDURE: Trainer explains that traditional studies of history are all too often one-sided, portraying men (usually white) as the only politicians, entrepreneurs, school administrators, inventors, scholars, activists, lawyers, pioneers, and labor leaders. The women on these handouts were selected as representatives of the kind of talent, intelligence and courage which women throughout history have possessed and have displayed when given the opportunity. They are presented here for two major purposes:

1. So that when a young woman expresses a desire to aspire beyond the usual stereotypes and sets her mind to achieve her goal, she will know that rather than being an oddity, she is following a course which is natural for a creative, intelligent human being to pursue.

2. So that both male and female students can develop a more realistic perception of the history and capabilities of American women.

WOMEN IN AMERICA

Background Information

ANNE HUTCHINSON 1590-1643	Revolutionary for religious rights for women. Opened Sunday discussion meetings on church doctrines for women. When the "elders" put her on trial and could find no legal evidence, they excommunicated her and banished her anyway. The statue in her honor in Boston states: "A courageous exponent of civil liberty and religious toleration."
MARGARET BRENT 1600-1671	Property owner of the Colonies who enlarged her holdings by skillful management to become one of Maryland's largest landowners. She petitioned the Assembly for the right to vote - as a landowner, and as the Executor of Governor Calvert's estate - but was denied.
PRINTERS & PUBLISHERS	Ann Franklin (1696-1763) managed her brother-in-law's print shop (Ben's) and became the colony printer in Rhode Island. Elizabeth Timothy (17??-1757) the first American woman to publish a newspaper (she did this in Charleston, S.C., ... as a widow ... with 4 children .) Catherine Zenger (172?-175?) published a weekly paper in New York and managed an active print shop. Sarah and Mary Katherine Goddard published several newspapers, including the Maryland Journal, Baltimore's first newspaper; produced the first printed copy of the Declaration of Independence.
MERCY WARREN 1728-1814	American patriot; a leader in efforts to establish the "Bill of Rights" as a part of the Constitution. The first American historian of the American Revolution (History of the Rise, Progress and Termination of the American Revolution - published in 1805 after 20 years of work).
ELIZA LUCAS PINCKNEY 1723-178?	Established indigo as an American crop (through her own experimentations and resources); and managed a vast plantation-estate which she extended to include silk raising and processing and oak trees for ship building.
BARBARA HICK 1734-1804	The Mother of American Methodism - established the guidelines and organized the religious society; and, worked for the building of the first Methodist Church.

MOTHER ANN LEE 1736-1784	Brought the Shaker religion to America (from England) and became a leader in the movement. One of the first women to take a stand for complete equality of men and women.
ABIGAIL ADAMS 1744-1784	An active participant in political discussions before and after the Revolutionary War, she became famous in her own time as a letter writer to leaders of the time, including: "Remember all men would be tyrants if they could! If particular care and attention is not paid to the ladies, we are determined to foment a rebellion and will not hold ourselves bound by any laws in which we have no voice or representation." She worked to include a Women's Rights clause in the Declaration of Independence.
PHYLLIS WHEATLEY 1753-1784	First B'ack American poet; born a slave; published her first book (Poems on Various Subjects) in 1773; acknowledged by G. Washington as a "person favored by the muses;" died from illness directly related to poverty.
JENNY SLEW	Jenny Slew, slave of John Whipple, sued for her freedom and won!
1766...	The Daughters of Liberty formed to aid the boycott of British goods, and to make the Colonies self-sufficient.
DEBORAH GANNET	Soldier of the Revolution - disguised herself as a man to serve; fought to receive a military pension and won it; received acknowledgement as a "faithful, gallant soldier."
MOTHER SETON 1774-1821	Established the first Catholic school system in the United States and the first Sisterhood (Sisters of Charity of St. Joseph's) The FIRST AMERICAN SAINT.
SACAJAWEA 1790-1884	First American Explorer - Led the Lewis & Clark expedition to the west and back - 8,000 miles- carrying a baby on her back. From the men's journal, "She who could divine routes, who had courage when the men failed..."
MARY LYON 1797-1849	Founded the first female college with the important factors of guaranteed continuity and high scholastic standards.
LUCRETIA MOTT 1793-1880	Feminist and Abolitionist. At 28 years old she had gained the reputation as "the greatest woman preacher of her time;" fought to end slavery until, as a delegate to an anti-slavery convention, she was refused the right to speak because she was a woman. From that point, she became the first American to publicly advocate equal rights for women, and incorporated that cause in all her lectures on abolition. Helped plan the first Women's Rights Convention (1848) and to found the National Woman Suffrage Association.

FRANCES WRIGHT 1795-1873	"Radical" lecturer of the early 1800's - advocated such "controversial" topics as: birth control, liberalized divorce laws, free state education and the need for trade schools, an end to debtor's prisons and slavery, legal rights and equal education for women, and a strong labor movement. She is quoted as saying: "Let women stand where they may in the scale of improvement, their position decides that of the race."
SARAH GRIMKE 1792-1873 ANGELINA GRIMKE 1805-1879	Sisters from a distinguished, prosperous family - became path breakers for "gentlewomen" speaking on a public platform. They were forerunners of women's involvement in anti-slavery and the women's rights movement.
SOJOURNER TRUTH 1797-1883	Former Northern slave; published her autobiography; walked up and down the Eastern Seaboard, several times, to speak out on women's rights, and against slavery. After the Emancipation Proclamation, helped men and women by teaching them, finding them jobs, petitioning for free land for ex-slaves and lecturing on feminism and on non-violence.
MARGARET FULLER 1810-1850	Feminist, writer, editor, etcetera: "Women are the best helpers of one another. Let them think, let them act, 'til they know what they need."
ANNA ELLA CARROLL 1815-1893	"The unofficial member of Lincoln's Cabinet" - legal and political consultant to many powerful political leaders, including Lincoln. She evolved the "Tennessee Plan" of military strategy, which was hailed as the one which won the Civil War. (General Grant was given the "official" recognition for this plan...even though he wanted to go via the Mississippi.)
MARIA MITCHELL 1818-1889	Astronomer (discovered a new comet, named for her, and many thousands of new astrological observations); Professor at Vassar College; founding member of the Assn. for the Advancement of Women; in the Hall of Fame for Great Americans.
JULIA WARD HOWE 1819-1910	Suffragist and author of the "Battle Hymn of the Republic."

ELIZABETH CADY-STANTON 1815-1902	Rebellious thinker and a fluent writer for the Women's movement. Her efforts and involvements for women were so diverse, and extended for so many years, a book about American Women in the 19th Century would have to include ten pages in EVERY chapter about her!
LUCY STONE 1818-1893	Another strong, active leader, lecturer, writer... In her words: "In education, in marriage, in everything, disappointment is the lot of woman. It shall be the business of my life to deepen this disappointment in every woman's heart until she bows down to it no longer."
SUSAN B. ANTHONY 1820-1906	Fought for more than six years for women's rights. She wrote the Amendment for Suffrage that is now part of our Constitution ... often called the Susan B. Anthony Amendment for that reason and more.
JANE ADDAMS 1860-1935	Walked out of her comfortable private parlor to make Chicago's slums her home. Founded Hull House, a community resource center - the first in Chicago. Won the Nobel Peace Prize in 1931; donated the prize money to help women's struggles. "Love Thy Neighbor as Thyself" was the motto that she spoke and lived.
IDA B. WELLS 1869-1931	(Ida Wells Barnett) - noted Black journalist and editor - published a statistical study on lynching entitled "A Red Record" which made it a national issue. Forwarded the anti-lynching crusade, using the news media and petitions to bring about legislative and social changes.
MARY McLEOD-BETHUNE 1875-1955	Drilled away at prejudices against Blacks; worked to provide educational facilities; organized the National Council of Negro Women; received international recognition in her lifetime. "There is no such thing as Negro education, only education." And, "Walk proudly in the light; faith ought not to be a puny thing. If we believe, we should believe like giants."
MARGARET SANGER 1879-1966	The founder of the Birth Control Movement. She fought against such odds, and won much, for so many women . . . There would be little information about methods to control reproduction without the dedicated efforts of Margaret Sanger.
ELIZABETH GURLEY-FLYNN 1890-1964	Socialist and union organizer, beginning at age 16; activist to improve the conditions in women's prisons, one of the founders of the American Civil Liberties Union prime organizer of women of the Lawrence Textile strike (of "Bread and Roses" fame).
SARAH BOONE 1892	Black inventor, patented the ironing board.

MARY FIELDS 1895	(Stagecoach Mary) - a Black woman who carried the U.S. mail via stagecoach in Montana.
AMELIA EARHART 1898-Lost-1937	Flew airplanes at a time few men did - proving that women as well as men have spirit to dare and do. "I want to do it because I want to do it. Women must try to do things as men have tried. When they fail, then failure must be but a challenge to others."
MARY LIVERMORE 1820-1905	Universalist minister, novelist, lecturer, journalist, and feminist. Co-editor (with Lucy Stone) of "Women's Journal" the paper of the American Women's National Party (the conservative branch of the movement-advocated working via a coalition of men and sought legal rights through gradual change).
HARRIET TUBMAN 1820-1913	Born a slave, she escaped, then helped 300 others escape by her route of the Underground Railroad. They called her "Moses" because she led her people out of bondage. Slave owners put a $40,000 reward on her head; dead or alive. She worked for the Union Army, in a hospital, and as a spy and scout. The first woman in American military history to plan and conduct an armed expedition against enemy forces.
CLARA BARTON 1821-1912	Gave medical aid on the battlefields during the Civil War. Organized the American Red Cross after the War.
ELIZABETH BLACKWELL 1821-1910	She wanted to be a doctor but 20 medical schools refused her admittance. She graduated from Geneva College at the head of her class, founded a hospital for women and children; later added a Medical College for women to become doctors and nurses (in 1858 - TWO years BEFORE Florence Nightingale founded her school for nurses in England to establish Nursing as a "profession."
FRANCES ELLEN WATKINS HARPER 1825-1911	First Black woman to publish a novel (Iola Leroy: THE SHADOWS LIFTED) in 1860. Abolitionist, active in the Underground Railroad; lecturer, leader and poet.
BELLA LOCKWOOD 1830-1917	Lawyer, suffragist, candidate for United States President in 1884 and 1888 (for the Equal Rights Party); legal counsel and legislative activist on behalf of Suffragists, Native Americans and Blacks.
LYDIA M. CHILD	Wrote the first American book to attack slavery, 1830.
ABIGAIL SCOTT DUNIWAY 1834-1915	Oregon Territory pioneer; worked 41 years as an ardent suffragist while financially supporting her semi-invalid husband and six children; a leader to win the vote for Washington women in 1910 and for Oregon women in 1912.

EDMONIA LEWIS	Pioneer Black sculptor; adopted from an orphanage and educated by abolitionists; worked mainly in marble, with many works of biblical or literary subjects.
MARY LEASE 1853-1933	"The Kansas Pythoness" - feminist and activist for agrarian reform; published THE PROBLEM OF CIVILIZATION SOLVED in 1895 which advocated woman's suffrage, prohibition evolution, and birth control.
CARRIE CHAPMAN-CATT 1859-1947	Dynamic, diplomatic leader, organizer and administrator. Built a national staff of dedicated professional organizers for the "Winning Plan" for Suffrage which included loyalty, cooperation, and a "red-hot", never-ceasing campaign.
CATHERINE GREENE	Invented the cotton gin, but, as a woman, could not take out a patent, so her boarder, Eli Whitney, obtained the patent for her invention.

INTERESTING EVENTS IN WOMEN'S HISTORY

Between 1947 and 1950, the number of male workers in the labor force increased by 25 percent, while the female work force increased 100 percent.

Girls were appointed as United States Senate pages for the first time in 1971.

Mother Ann Lee (1736 - 1784) founded the Shakers Society while living in Niskayuna, New York.

Helen Hamilton Gardner (1853 - 1925) was the first woman to serve on the U. S. Civil Service Commission.

Many female abolitionists later became leaders in the fight for women's rights when, because of their sex, they were denied admission to the World Anti-Slavery Convention held in London.

Founded in 1832, Oberlin College, Oberlin, Ohio was the first co-educational institution of higher education in America.

Anna Lee Wiley became the first woman jockey to ride on a recognized race track in 1941.

Harriet Quimby, America's first female aviator, made a successful flight over the English Channel on April 14, 1912.

The first annual nationwide Women's Strike for Equality drew 50,000 women marching down 5th Avenue in New York on August 25, 1970.

More than 11,000 women served in the Navy during World War I, and more than 230,000 women performed non-combat military duties during World War II.

The Nineteenth Amendment to the United States Constitution, giving women the right to vote, was finally ratified in 1920, following seventy years of activism and struggle by the suffragists.

In 1971, Billie Jean King became the first woman athlete to earn more than $100,000 which exceeded the earnings of the top American male tennis player of that year.

The first women's rights convention was held in Seneca Falls, New York in 1848 with 300 men and women in attendance.

Maria Tallchief was born in 1925. An American Indian prima ballerina, she has performed with the Ballet Russe, New York City Ballet and American Ballet Theatre.

Mary McCauley, known as "Molly Pitcher," when bringing water to the soldiers during combat in the Revolutionary War, saw her husband shot and took over his gun to continue the battle. She was commissioned as a sergeant on June 28, 1778.

Sandra Day O'Connor became the first woman appointed to the United States Supreme Court in 1981.

Emma Willard established the Troy Female Seminary in Troy, New York in 1821, at a time when girls were not admitted to public schools.

Maud Park (1871 - 1955) led a congressional lobbying effort for suffrage and was the first president of the League of Women Voters.

Gloria Steinhem and Brenda Fergen Fasteau founded the Women's Action Alliance in New York City, the first national center on women's issues in 1971.

In the early 1900s Madame C.J. Walker became one of the first Black women millionaires by selling Black hair products.

Azie Taylor Morton, the first Black United States treasurer, had her name printed on all denominations of paper currency.

Dr. Mary Walker, in 1866, became the first and only woman to win the Congressional Medal of Honor for services as a surgeon in the Union Army. After her medal was revoked in 1917 for insufficient evidence of her gallantry, the Army restored the honor in 1977.

France Elliott Davis was the first Black nurse accepted by the American Red Cross. She died in 1965.

The year 1972 saw the American Heritage publishers first dictionary define "sexism," include the phrase "liberated women," and recognize "Ms."

On the average, women earn 59 cents for every dollar earned by men; Black women earn 54 cents and Latin women earn 49 cents.

The fifty-one signers of the 1774 Edenton Proclamation were the first women to organize in protest of the excessive taxes levied by the British.

Helen Keller was the first blind, deaf and mute person to learn to speak.

Geraldine May became the first director of Women in the Air Force (WAF), 1948.

Mary Ann Evans, author of Silas Marner, wrote under the pen name of George Eliot.

Sociologist, Rose Humn Lee (1904 - 1964) initiated intensive sociological studies on the problems of Chinese-American women.

The first woman driver to race in the Indianapolis 500 was Janet Guthrie in 1976.

Jane Addams founded the first U.S. settlement house, and won the Nobel Peace Prize in 1931.

The use of the term "bloomers" was made famous by Amelia Bloomer, who advocated the more comfortable clothing in her newspaper, The Lily.

The year 1981, marked the 100th anniversary of Clara Barton's founding of the American Red Cross.

In 1917, Ana Rogae' established the League of Puerto Rican Women.

Rosa Menoka-Hill served as a physician for her people from 1917 to 1946. She was a Mohawk Indian.

According to the Bureau of Labor Statistics approximately 354,000 women work in skilled craft jobs as electricians, carpenters, machinists, truck drivers, etc.

Clara Noyes was a nurse, educator and founder of the first hospital school for midwives, New York City, 1910.

Activist Juliette Low founded the Girl Scouts of America in March 1912, when she organized the first group of Girl Guides in the United States.

From 1899 to 1924 Maggie Walker served as chief executive officer for a Black cooperative insurance company in Richmond, Virginia.

Nancy L. Kassebaum, from Kansas, is currently the only woman in the United States Senate.

In 1975, Elizabeth Seton became the first American-born Roman Catholic saint.

During the year 1978, Fay Wattleton was the first Black woman to be elected President of Planned Parenthood.

Rosetta Hall served as a Korean missionary from 1890 to 1933. She helped to found the Women's Medical (training) Institute in Seoul.

On July 23, 1868 Congress ratified the 14th Amendment, granting citizenship to Blacks. (men)

In 1869, the Daughters of St. Crispin - the first national organization of working women - was formed.

Knights of Labor were the first large union organizations to allow and encourage admission of women workers and to demand equal pay for equal work.

The first woman organizer for the American Federation of Labor was Mary Kenny O'Sullivan.

Women's Christian Temperance Union was formed in 1874. Why did women organize around "Temperance?" Married women had no legal protection from the abuses of a drunken husband. Many felt that the liquor traffic was an enemy of reform and a foundation of corruption. It was politically easier for women to organize with a "title" of "temperance" and "home" - then learn and expand their ideas and lives, learn to speak in public, etc. Frances Willard (founder) had "Home Protection" activities which included: kindergartens, physical health and hygiene, women's suffrage, welfare work in prisons, programs for Indians, Blacks and immigrants, school savings banks, a police matron program ...

SEX EQUITY LESSON PLAN

DEVELOPED BY: National Women's History Project

SCHOOL:

GRADE LEVEL OR TARGET GROUP: Secondary

TOPIC: Cultural Heritage

RESOURCES FOR TEACHERS AND STUDENTS:

Women of the West
Dorothy Levenson, published by Franklin Watts

Sarah Winnemucca
Doris Kloss, published by Dillon

Sing Down the Moon
Scott Odell, published by Houghton Mifflin

Zea
Scott Odell, published by Houghton Mifflin

EXPECTED OUTCOMES:

ACTIVITY: After readings, students discuss their own heritages, what contributions their particular ethnic groups have made, and what stereotypes are usually associated with each group. Where did these ideas come from; why do they continue?

PROCEDURE:

SEX EQUITY LESSON PLAN

DEVELOPED BY: National Women's History Project

SCHOOL:

GRADE LEVEL OR TARGET GROUP: Secondary

TOPIC: The Right to Vote

RESOURCES FOR TEACHERS AND STUDENTS:

Susan B. Anthony
Iris Noble, published by Messner

Other resources on feminists who worked for women's suffrage

EXPECTED OUTCOMES:

ACTIVITY:

Vote on an issue of particular interest to the class or school. The decisions will apply to everyone in the class, but only the girls will speak to the issue or be allowed to vote.

Have the boys strategize on how they can get their views taken into account by the girls.

Once the voting is done and decision is made, the class discusses the process from both viewpoints, relating their experiences to those of Susan B. Anthony and other early feminists who worked for women's suffrage.

PROCEDURE:

SEX EQUITY LESSON PLAN

DEVELOPED BY: WEEA Publishing Center, Newton, MA

SCHOOL:

GRADE LEVEL OR TARGET GROUP: Upper Elementary and Secondary

TOPIC: Treasures

MATERIALS: Treasures Inventory Handout

EXPECTED OUTCOMES:

ACTIVITY: The "treasures" a person saves during a lifetime often reflect the roles that person has played, as well as personal interests. Comparing treasures saved by different generations may help explain differences in roles over the years or may show similarities of interests within a family. The results of this activity depend entirely on the makeup of the class and the changes which have occurred within those student's families.

PROCEDURE:

1. Introduce the activity by explaining the objectives, giving examples of treasures and distributing Treasures Inventory Handout.

2. The inventories may be compiled by group process (smaller groups gradually combining, compiling and refining lists until two or three lists emerge), or by whole class process (students report items on their lists, teacher writes items on board, compiling and categorizing as items are reported). OPTIONAL: Students may bring one or more items to share with class.

3. Have a class discussion using the following questions:

   a. What items are common to all three groups? To two groups? Why the similarities?

   b. What items are unique to one group. One individual? How might this be explained (cultural, income, or personal interest differences)?

   c. Are there treasures which were saved by members of one sex and not the other? By one age group and not others? One generation and not others?

   d. Were certain items saved because of the role the individual was playing during that time in her/his life? Did the person tell you this or did you infer (guess) the relationship, or did the item make the answer easy?

TREASURES INVENTORY HANDOUT

What "treasures" did your parents or relatives save as they were growing up and in later years? Interview them and, if possible, look at their treasures. Take an inventory of the items on this chart and summarize the comments about the items. Mark items saved during childhood with "C" and those saved as adults with "A."

Mother's (grandmother's, aunt's) treasures	C or A	Why was the item saved?
Father's (grandfather's, uncle's) treasures	C or A	Why was the item saved?

Now take inventory of the very special items you have saved over the years.

Your own treasures	Why was the item saved?

SEX EQUITY LESSON PLAN

DEVELOPED BY: Barbara Miller, A Comparative View of the Roles of Women and Men, grades 6 - 12

SCHOOL:

GRADE LEVEL OR TARGET GROUP: Upper Elementary/Secondary

TOPIC: The United States vs Susan B. Anthony

MATERIALS: Play (attached)
Handout A - The United States vs. Susan B. Anthony (1)
Handout B - The United States vs. Susan B. Anthony (2)

EXPECTED OUTCOMES:

PROCEDURE:

1. Divide the class into two groups for preparing mock trials. Each group has six parts plus a jury. Distribute Handout A to one group and Handout B to the other.

2. Students in the first group should be given general information about defense and prosecution and then they are to set up a court case based on their own knowledge of court proceedings. No restrictions should be placed on students except that they attempt to base the defense and prosecution on the actual facts of the case. Allow one day for students to prepare their presentation and one class period for the presentation.

3. The second version is an adaptation of the real trial. Therefore, in the second group all actors, except Susan, must be boys, including the jury. If there are not enough boys to complete the jury on the day of the trial, "borrow" some boys from another class to play the part of jurors, or have girls wear "male" signs. If a video tape recorder is available, have the students videotape their performance. In this way, they can practice and perform out of range

of the students who are preparing the first version. Caution defense and prosecution students in the second group not to reveal any information to students in the first group about what happened in reality. The jury in the second group should also not be allowed to see a copy of the script. Allow one day for students to prepare their presentation and one class period for their presentation.

Debriefing:

Compare the two versions of the play using some of the following questions:

a. What differences exist between the two versions of the play?

b. How can you explain the "inaccuracies" in the first version?

c. How did the second version make you feel?

d. How have women used the vote as a tool in working for equal rights?

THE UNITED STATES VS. SUSAN B. ANTHONY (1)
(A Play in Two Versions)

THE BACKGROUND - the year 1872

On one of the last days for voter registration in Rochester, New York, Susan Anthony got her two sisters and a dozen other women residents and together they marched through a crowd of gaping men in a barber shop and demanded that they be registered as voters. The election board offered a few faint objections, but Susan read them the Fourteenth Amendment and the article in the State Constitution regarding the election oath. As neither document contained any sex qualifications, Susan warned the men that if they refused to register the women she would swear out warrants for their arrest and pay the whole cost of the suits herself. The men then agreed to register them and on election day permitted them to vote. Every paper in the country carried sensational stories, most of them demanding that the women, especially Susan Anthony, be severely punished. About two weeks after the election, a United States deputy marshal called at the Anthony home and informed Susan that she was under arrest for illegally voting.

THE INDICTMENT

" . . . without having a lawful right to vote in said election district the said Susan B. Anthony, being then and there a person of the female sex, as she, the said Susan B. Anthony, then and there well knew contrary of the statute of the United States of America in such cases made and provided and against the peace of the United States of America . . . did knowingly, wrongfully and unlawfully vote. . . . "

CHARACTERS

Clerk
Henry Selden - defense lawyer
Judge Hunt
Susan Anthony
Richard Crowley - district attorney - prosecution lawyer
Narrator
Jury

INFORMATION FOR THE DEFENSE

The indictment charged Susan with having voted in defiance of a statute of the United States. However, the original Constitution claimed little power over the election laws of the separate states. It provided that U.S. Senators must be elected by the state legislatures, but left members of the House of Representatives, the state legislatures themselves and all state officials to be chosen or appointed by the citizens, all of them or only some of them depending on what each state preferred. The law under which she was arrested was passed in 1870 to halt the voting of southern rebels following the Civil War.

Susan's defense was based on the 14th and 15th Amendments. Examine these to see if they limit the rights of women.

INFORMATION FOR THE PROSECUTION

Susan was arrested for violation of Section 19 of an Act of Congress which required that anyone voting knowingly without having the lawful right to vote was guilty of a crime and on conviction would be punished by a fine not exceeding $500, or by imprisonment not exceeding three years. The law was passed in 1870 to halt voting by Southern rebels following the Civil War.

Women had not been given the right to vote in New York. Examine the 14th and 15th Amendments to see if they give women the right to vote and the section of the Constitution dealing with elections.

THE UNITED STATES VS. SUSAN B. ANTHONY (2)

CHARACTERS

Clerk
Henry Selden - defense lawyer
Judge Hunt
Susan Anthony
Richard Crowley - district attorney, prosecution lawyer
Narrator
Jury (all male)

THE TRIAL

Narrator: Evidence has been presented in the case of the United States vs. Susan B. Anthony and the lawyers are now making their summary statements. The defense lawyer, Henry Selden speaks:

Selden: The only crime Miss Anthony is guilty of is that she is a woman. If the same act of voting had been done by her brother under the same circumstances, the act would have been honorable, but having been done by a woman it is said to be a crime. I believe this is the first time in which a woman has been brought into a criminal court, merely on account of her sex. Miss Anthony voted in good faith, believing that the U.S. Constitution gave her the right to vote. (sits down)

Narrator: The prosecution lawyer, Richard Crowley, summarizes the case against Miss Anthony.

Crowley: Miss Anthony's intentions may have been good, but we are not here to argue what her intentions were. By voting, for whatever reasons, she violated a law of the United States and is, therefore, guilty of a crime. (sits down)

Judge Hunt: (Pulls out a sheet of paper and reads from it) The right or privilege of voting is a right given under the Constitution of the state, not of the United States. The legislature of the state of New York has seen fit to say that voting shall be limited to the male sex. If the 15th Amendment had contained the word "sex" the argument of the defendant would have been correct. The 14th Amendment gives no right to a woman to vote and the voting of Miss Anthony was in violation of the law. She was not ignorant of the facts. Upon this evidence, I suppose there is no question for the jury and that the jury should be directed to find a verdict of guilty.

Selden: (Jumping to his feet) The jury should determine whether or not the defendant is guilty of any crime!

Judge Hunt: The question, gentlemen of the jury, is a question of law and I have decided as a question of law that the 14th Amendment did not protect Miss Anthony's right to vote. And I have decided also that her belief and the advice which she took does not protect her in the act which she committed. If I am right in this, the result must be a verdict on your part of guilt and therefore I direct that you find a verdict of guilty.

Selden: (Again jumping to his feet) That is a direction that no court has power to make in a criminal case. The jury must decide.

Judge Hunt: Take the verdict, Mr. Clerk.

Clerk: Gentlemen of the jury harken to your verdict as the Court has recorded it. You say you find the defendant guilty of the offense whereof she stands indicted, and so say you all.

Selden: (Protesting) The Court has no right to make such a direction. I insist that the jury be polled.

Judge Hunt: No! Gentlemen of the jury, you are discharged.

Narrator: The jurymen file out of the jury box and leave the courtroom. The next day Judge Hunt is preparing to pronounce the sentence against Susan.

Selden: My defendant has been denied a right of trial by jury. I move for a new trial.

Judge Hunt: Motion denied. Will the defendant please rise.

(Susan Anthony stands)

Judge Hunt: Has the prisoner anything to say why sentence shall not be pronounced?

Anthony: Yes, your honor, I have many things to say; for in your ordered verdict of guilty, you have trampled underfoot every vital principle of our government. My natural rights, my civil rights, my political rights, my judicial rights are all ignored.

Judge Hunt: I cannot listen to a rehearsal of arguments your lawyer has already presented.

Anthony: May it please your honor, I am not arguing the questions but simply state the reasons why sentence cannot in justice be pronounced against me. Your denial of my citizen's right to vote is the denial of my right of consent as one of the governed, the denial of my right of representation as one of the taxed, the denial of my right to a trial by a jury of my peers.

Judge Hunt: The Court cannot allow the prisoner to go on, please sit down.

Anthony: (Ignoring his command to sit down) I speak for all women who are under the yoke of laws made by man . . .

Judge Hunt: The Court must insist, the prisoner has been tried according to established forms of law.

Anthony: Yes, your honor, but by forms of law all made by men, interpreted by men, carried out by men, in favor of men and against women.

Judge Hunt: (Shouting) The Court orders the prisoner to sit down. It will not allow another word.

Anthony: (Pays no attention to judge) When I was brought before your honor for trial, I hoped for a broad and liberal interpretation of the Constitution and its recent amendments that should declare all United States citizens under its protection. I hoped to find an equality of rights guaranteed to all persons born or naturalized in the United States. But failing to get this justice - failing, even to get a trial by a jury not of my peers - I ask not leniency at your hands, but rather the full strength of the law.

Judge Hunt: (Exasperated) The Court has heard enough. The prisoner will sit down.

(Susan Anthony sits down)

Judge Hunt: The prisoner will stand to hear the sentence. You are hereby ordered to pay a fine of $100 and the costs of prosecution.

Anthony: May it please your honor, I shall never pay a dollar of your unjust penalty. I will continue to urge all women to recognize the old revolutionary slogan the "resistance to tyranny is obedience to God."

Judge Hunt: The Court will not require that the defendant be imprisoned until she pays the fine. Court is dismissed.

Narrator: This clever move, to not give Susan the alternative of paying the fine or going to jail, was obviously planned in advance. It made it impossible to carry the case to the United States Supreme court.

Adapted from account given in Alma Lutz, Susan B. Anthony, pp. 209-213.
A Comparative View of the Roles of Women and Men, Grades 6-12, Comparative Studies Series,
Miller, Barbara and Others, 1982.

SEX EQUITY LESSON PLAN

DEVELOPED BY: Women In American Culture
Sharon Menard

SCHOOL:

GRADE LEVEL OR
TARGET GROUP: Secondary

TOPIC: Biographies of Grandparents

MATERIALS: Handout C
Handout D

EXPECTED OUTCOMES:

PROCEDURE:

1. Distribute Handout C and allow three to six weeks for preparation of the biographies. Each week progress reports may be collected by the teacher. Some students may need additional time to write a letter to grandparents, etc.

2. To prepare students for interviewing, you may wish to bring an elderly person to class for a "practice"

3. After the biographies have been prepared, have students complete Handout D. The last three categories will involve speculation on the student's future.

4. Small groups can be formed for students to determine the degree of similarity of experience to the grandparents' generation. What statements can students make about growing up in the past?

5. The class discussion should be based on comparison with the past.

   a. What freedoms do students enjoy today?

   b. Did parents have some additional restrictions?

   c. How can these changes in life styles be explained?

   d. Has there been an improvement?

BIOGRAPHIES OF GRANDPARENTS

This project will require individual research. If your grandparents live nearby, visit and interview them. Use a tape recorder if you like. If they don't live nearby, your job is a little tougher. You'll either have to write to them, or talk to your parents and other relatives to find out the information you'll need to know.

Divide your biography into several chapters. Sample questions are listed below to help you gather information from your grandparents. Ask the following questions:

1. EARLY LIFE: Where were you born? Where did you spend most of your life? Did you grow up in a rural (country) or urban (city) environment? What kinds of activities did you do with your father? Your mother? Other relatives? What toys did you have as a child? What kinds of activities did you do for fun?

2. TEENAGE YEARS: How old were you when you went on your first date? What clubs did you belong to? Did you finish high school? What activities were available for teenagers? What kind of transportation was available? What was your first job? Was there a "generation gap" between you and your parents? What do you remember about clothing styles? What fads did your generation have? What differences or similarities do you see between your "teenage years" and your grandchildren's? What are some things that girls can do today that they couldn't when you were young?

3. MARRIAGE FAMILY: How did you meet your spouse? How old were you when you were married? What qualities attracted you to one another? How soon did you have a family? How many places did you live? What ideas did you think were important in raising children? What advice did you give your children? Did they take your advice?

4. EARNING A LIVING: How did you choose an occupation? What kind of help did you have getting started? How many different jobs did you have? If you were a young person today, what kind of job would you choose?

5. FINAL CHAPTER: (You decide what's important for ending your grandparents' biography.)

SIMILARITIES AND DIFFERENCES BETWEEN GENERATIONS

	Similarities to My Life	Differences From My Life
EARLY LIFE		
TEENAGE YEARS		
MARRIAGE/FAMILY		
EARNING A LIVING		
FINAL CHAPTER		

SEX EQUITY LESSON PLAN

DEVELOPED BY:

SCHOOL:

GRADE LEVEL OR
TARGET GROUP: Secondary

TOPIC:

MATERIALS:

EXPECTED OUTCOMES:

PROCEDURE:

WOMEN: A BIBLIOGRAPHY OF RESOURCES

PURPOSE: To share with participants in the Anchorage School District information on Women: A Bibliography of Resources.

GROUP SIZE: 10 to 30 people

TIME REQUIRED: 5 minutes

NOTE TO TRAINER: This information is for workshops conducted for Anchorage School District personnel.

PROCEDURE: Trainer inform(s) the participants that there is a resource manual available in every Anchorage School District school library entitled Women: A Bibliography of Resources.

This resource manual lists all information available on women throughout the entire District. The resource, as well as the school at which it is located, is listed in the bibliography. Material may be requested from another school. Please consult the school's librarian for the proper procedure.

EVALUATION

PURPOSE: To solicit feedback from participants on the content and organization of the workshop.

GROUP SIZE: 10 to 30

TIME REQUIRED: 5 minutes

MATERIALS: Handout #10 (or school district's evaluation tool)

PROCEDURE:

1. Inform participants that they now will have an opportunity to evaluate the workshop.

2. Distribute Handout #10 and allow 10 minutes for participants to complete evaluation.

3. Ask participants to place evaluations on a table as they leave the workshop.

4. While participants are completing their evaluation forms, it would be a good time for the Trainer to complete the Trainer's Module Evaluation found at the end of this module. Once completed, please return to:

   Sex Equity Coordinator
   Department of Education
   P.O. Box F
   Juneau, AK 99811-0500

   In Anchorage send the completed form to:

   Anita Robinson
   Community Relations Department

   Thank you!

Anchorage School District Trainers substitute ASD evaluation form for this page.

WORKSHOP EVALUATION

I. How would you rate this workshop in the following areas?

(Please circle the most appropriate rating)

		Very Clear				Not Clear
A.	Objectives were made clear.	1	2	3	4	5
		To a great extent				Not Met At All
B.	Objectives were met.	1	2	3	4	5
		Great Value				No Value
C.	Information was of practical value.	1	2	3	4	5
		Most Relevant				Not Relevant
D.	Handouts/materials were relevant to my present needs.	1	2	3	4	5
		Highly Effective				Not Effective
E.	Presentation was effective.	1	2	3	4	5

II. Circle one of the following ratings which best describes your feeling about this workshop in comparison to others you have attended?

1 One of the Best

2 Better Than Most

3 About Average

4 Weaker Than Most

5 One of the Worst

What were the strongest features of the workshop? _____

_____

What were the weakest features of the workshop? _____

_____

TRAINER'S MODULE EVALUATION

TRAINER NOTE: Now that you have completed the workshop, please take a moment to complete the following evaluation. Your input will be of vital importance as the modules are refined to meet the needs of teachers.

YOUR NAME: (optional) _____

NAME OF MODULE: _____

WHERE PRESENTED: _____

NUMBER OF PARTICIPANTS: _____

I. Trainer Instruction Sheet

A. Were trainer instructions clear and precise? _____ YES _____ NO

If no, please state page number and problem area: _____

_____

Other comments: _____

_____

B. Was the format of the Trainer Instruction Sheets easy to follow?

_____ YES _____ NO

II. Participant Activities

A. Which activity did the participants appear to enjoy the most? _____

_____

B. Are there any activities that you feel need to be eliminated or replaced? If so, please identify. _____

_____

C. Was the timing allocated for activities appropriate?

_____ YES _____ NO

D. Overall, do you feel this module raised the participants' awareness of sex bias?

_____